DOCUMENT RESUME

ED 052 071 SO 001 097

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|---|---|
| TITLE | Citizenship: A Curriculum Guide. Grade Nine. |
| INSTITUTION | Indiana State Dept. of Public Instruction, Indianapolis. |
| PUB DATE | 70 |
| NOTE | 16p. |
| AVAILABLE FROM | Department of Public Instruction, Room 108, State Office Building, Indianapolis, Indiana 46204 (No charge) |
| EDRS PRICE | EDRS Price MF-$0.65 HC-$3.29 |
| DESCRIPTORS | *Citizenship, *Concept Teaching, Critical Thinking, Economic Education, Educational History, Educational Objectives, Elementary Grades, *Grade 9, Political Science, Religion, Resource Guides, *Social Studies Units, *State Curriculum Guides, United States History |

ABSTRACT

This guide is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher, however, content outlines are thorough. An effort has been made to acquaint the teacher with the formulation and use of generalizations as an aid to teaching pupils to think; critically suggested reflective questions are also offered for this purpose. Designed to be used with any textbook, the units are: 1) Development of American Political Institutions; 2) Development of American Educational Institutions; 3) Development of American Economic Institutions; and, 4) Development of American Religious Institutions. Introductory sections of the guide discuss its use, an orientation for the social studies, academic freedom, goals, and learning theory. In addition, a resources bibliography is contained in each. (Author/DJB)

ED052071

Grade 9

# Curriculum Guide in Citizenship

SP 001 087

*"Governments are instituted among Men, deriving their just powers from the consent of the governed . . ."*

Indiana Department of Public Instruction
W. E. Wilson, Superintendent

ED052071

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**Grade 9**

# Citizenship

## A Curriculum Guide

Indiana Department of Public Instruction
W. E. Wilson, Superintendent

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Published by the Indiana State
Department of Public Instruction:
Supervision by Edgar B. Smith,
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**Citizenship**

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## How To Use This Bulletin

This bulletin is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher. He may choose what he wishes and use it in the manner he finds best suited to the needs of his pupils. For many teachers there is nothing new in this bulletin. For others, we hope it will be a useful guide.

An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think. The revolution in teaching Social Studies is no less than the revolution in teaching mathematics. No longer can teachers teach only the facts. When he has taught the facts, he has done only a part of the job. After teaching a student how to use the facts, how to verify a statement by the use of facts is the other part of the job. This is where the use of teaching pupils how to form a generalization or a conclusion (and to analyze the data or facts which support it) becomes the means by which the art of thinking is taught. Generalizations may also be used as objectives for lessons or units to be examined in the light of facts at hand. Always the student should be made aware that an open mind seeks new evidence as time goes on, so that the generalization may be eventually strengthened or discarded as false. No attempt has been made in this publication to formulate the most important generalizations for a unit. The ones offered are merely examples of how a teacher can formulate them for his own purposes of teaching. Nor are they offered as the only means to develop thinking. They are, however, a very effective method.

The *Content Outlines* are made in detail and in such number that teachers will probably not be able to find the time to use all of them. Here again the teacher is at liberty to choose whatever he has time for and to consider the important topics at the moment.

The *Reflective Questions,* like the generalizations, are offered only as suggestions with no attempt to make them the

most important questions that should be asked on a certain unit. Some of them will be more provocative than others. But all should provoke reflection, require some analysis of data or facts, and enable the student to form some conclusions.

*Any textbook can be used with the units in this bulletin.* It will require some planning and selection on what chapters or sections of chapters to use. It is also hoped that many other materials—pamphlets, paperbacks, other books, magazines and newspapers—will also be used in addition to a text. No student should finish a course thinking that the contents of one book provide the only source of information. In the comparison of data and establishment of the reliability or authority of an author, a student can come to judge what is truth and what may be the bias of one individual. He will thus be better prepared to question, sift evidence, and come to valid conclusions.

The section on *Evaluation* is valuable as a source of suggestions for testing students' progress in learning how to think, and in the knowledge of factual information. Enough guide lines are given so that the teacher can construct his own tests as best fit his needs.

Many teachers will need to revise their method of teaching. It will require much planning and effort, but the reward of better planning should be better teaching. Many teachers will not need to use the suggestions herein, for they already have acquired the skill of teaching students to think. If this revision of curriculum and method succeeds in teaching students some of the answers to the question, "Who is man?" and some of the possible answers to man's most persistent problems, it will not have been done in vain. Better social studies teaching and learning in Indiana are its aims.

## The Orientation Statement

This statement serves as an excellent yardstick for measuring the validity of the claim of any portion of content for inclusion in our recommended guide. It serves equally well in measuring the validity of content now in social studies programs as far as retention of that content in the new curriculum is concerned. In short, all content must fall within the framework of the *Orientation Statement,* before it is included as a part of the recommended guide. The Committee feels that social studies programs built upon the *Orientation Statement* will better endow graduating seniors with an understanding of the social, political, and economic realities around them and with the capacity to deal with those realities objectively and competently.

The *Orientation Statement* consists of a series of basic questions which the student may be expected to encounter, understand, and answer with an increased degree of insight. Since the questions are fundamental, answers to them require a continuous search for the truth, suggesting caution in accepting final answers to important questions. It is, however, a sound practice in American education to engage young people in a search for answers to significant questions, even though definitive answers to such fundamental questions are not readily available.

We recognize, also, that there are factors which limit the extent to which students might examine the questions suggested by the *Orientation Statement.* One such factor is that of instructional time. Even with a kindergarten through grade twelve requirement in social studies, the time for penetrating study of all suggested questions is limited. Levels of maturity and range of academic ability of even senior high students also impose limitations. The concern, however, is that students be engaged in important study, even though it be somewhat restricted.

## Orientation for the Social Studies

### Introduction

The structure for the social studies is suggested by questions about man, how he attempts to meet his needs, how his efforts are affected by factors sometimes within his control—sometimes not—and problems that have always made his life more difficult.

Pupils at every grade level should have the opportunity to study material which will help them to understand these basic questions and to make relevant judgments about "how" and "why" and "where from here." They should be encouraged to evaluate the effectiveness of man's efforts to meet his needs and to solve his problems. Quite obviously, pupils at various age levels will deal with these questions with varying degrees of sophistication. It is also assumed that some questions will be emphasized more at some grade levels than at others.

The questions of fact which make up the basic structure do not predetermine specific content. Content which is most appropriate for each age group, which is likely to be most useful in helping pupils to think reflectively, which will foster the development of valid concepts and beliefs, and which will contribute to an accurate view of man's experience should be selected.

*Who is man?*

1. What knowledge have we concerning man's origin and early development?
2. How and why did man migrate to all parts of the world and how does this migration affect his physical, social and emotional characteristics?
3. What are the factors which influence the development of personality?
4. What have been man's goals, needs and drives? Is there a "universal human nature"?
5. In what ways has man viewed his place in the universe? How has he chosen to express his views?

*What arrangements has man made to meet his needs and desires?*

1. What are the non-governmental means by which society regulates the behavior of its members?
2. What governmental arrangements has he used?
3. What economic systems has he devised?
4. What are the institutions that man has created in order to further his ends?

*What factors beyond the immediate control of man have influenced his behavior?*

1. How has man's behavior been shaped by his biological nature?
2. What are the geographic conditions which have influenced the nature of man's institutions, his physical and emotional make-up, and how he lives?
3. What has been the influence of man's cultural environment?

*What effect does learning have upon the directions man takes and the changes he has made in his culture?*

1. What part have ideas played in determining man's direction and destiny?
2. How has the general level of education affected man's institutions, values, aspirations, etc.?
3. How has science and technology, with man's increasing control of the universe, affected his way of living, goals, political arrangements, degree of interdependence, etc.?

*What are the persistent problems man has faced in his efforts to satisfy his needs and aspirations?*

1. Resolving conflicts of interest—personal, inter-group, international.
2. Subduing the (seemingly) unfriendly aspects of the environment—disease, natural barriers, uneven distribution of resources, etc.
3. Finding ways to close the gap between "unlimited wants and limited resources."
4. Extending the use of rational means for solving problems in whatever areas problems exist.
5. Developing a philosophy and a way of life that provides incentive and drive to discover, to improve, to grow, but at the same time calls for respect for the worth and the rights of all people, and which also holds pos-

sibilities for the release and use of the creative efforts of all.

6. Curbing the aggressive behavior of individuals and groups and nations who seek to impose their will upon others by pressure or force.
7. Developing the understanding that all aspects of any culture must be viewed in relation to the total culture.
8. Developing an understanding and a feeling of empathy for cultures and sub-cultures of other people.
9. Recognizing the need for and the inevitability of change, timing and executing change in such a way that the best traditions of the past will be retained and integrated with the new.
10. Devising institutions and arrangements that combine the need for order with the desire for maximum individual liberty.
11. Choosing leadership, both formal and informal, which is best qualified to lead in a given situation.
12. Meeting the problems of social dislocations that result from technological change.

*Application of Orientation Statement.* More specifically and precisely, how is the *Orientation Statement* used? It serves as a yardstick for measuring the merit of proposed content. One step intervenes, however, before the content itself is selected. This intervening step concerns the selection of generalizations that relate to and support the *Orientation Statement.* To say this in another way, the *Orientation Statement* is used to screen and select generalizations. Such generalizations should not be regarded as final truths, but as tentative statements that explain important data.

### Use of Generalizations

As a concrete illustration of the use of the *Orientation Statement* and generalizations for selecting content, consider the following:

***"All of man's social institutions are influenced by geography."***

It is now necessary to consider this question: Is this statement a generalization? That is, does it validly explain data or specific facts regarding man's social institutions and geography as well as the relationship between the two?

It would seem that the statement could be accepted as a generalization, at least tentatively, because it is derived in-

ductively from a number of specific examples. For instance, the institution of government was developed early in the river valley civilizations. This development and the nature of the political institutions created were influenced by the geography of the river valleys. That geography enabled relatively large number of persons to live in close proximity; control of river flooding and irrigation made some group control necessary; and the group controls that were developed in many cases were related to this need. Likewise, the political institutions developed in the Greek city-states were limited initially to a very small area, primarily because the geography of the region made travel impossible.

The presence of natural resources, which are an aspect of geography, influenced the economic institutions of men from Biblical times or earlier to the present. The cedars of Lebanon affected the economy of these early peoples. The iron and coal deposits in central Europe still affect the economies of European countries.

In Nigeria the religious institutions have been influenced appreciably by geography, in that the Muslim religion is the dominant faith in northern Nigeria. This result followed because the horse-riding followers of Islam were able to penetrate the Nigerian area only to the forest areas. Where transportation by horse was not feasible, in this selected instance, they were not able to extend their religious influence.

In sort, the generalization under study has been derived inductively from facts and events similar to those previously described:

> Men found that group living in congested river valleys made government necessary and the government they created met specific needs arising out of their river valley geography.
>
> The geography of Greece made distant travel difficult in ancient times; thus the governmental units the early Greeks created were limited to a local geographic area.
>
> Cedars grew in ancient Lebanon and iron and coal are found in central Europe. In both cases, these natural resources—an aspect of geography—affected the economic institution man developed in the respective geographic areas.
>
> The forest line in the northern portion of Nigeria stopped the horse-riding spreaders of the Muslim faith.

As a result, the religious institutions man developed in the plains area, in this specific instance, differed from that developed in the forest or southern areas.

What general statement adequately and accurately encompasses data of this type? Evidence of this type seems to support the generalization under scrutiny that: *"All of man's social institutions are influenced by geography."*

Two things should be kept in mind at this point. First, much more supporting evidence of a generalization must be sought than the few samples of such evidence as listed above. Time and space considerations limit those listed. Second, as supporting evidence is sought, *so should damaging evidence be sought.* This objective search for all evidence, both damaging and supporting, is what has advanced human knowledge and understanding. Students should be rigorously trained to approach their study in the same manner.

*Why bother with supporting and damaging evidence? Why not teach the generalization directly?* This question comes to the mind of many social studies teachers as they are pressed to cover more and more content. The answer to that question is simple and definitive. Our objective is not rote memorization of ideas others have gained, but a true understanding of those ideas. This understanding cannot be attained unless the learner has some knowledge of the derivation of the idea and some facts or evidence marshalled in its support. The ability to explain an idea and the ability to support it are perhaps as important as "believing" it. It is certainly true that deep commitment to any value or proposition is obtained only when the learner is convinced himself of its validity. This conviction arises out of an understanding of the facts or evidence supporting the value or idea in question.

## Freedom to Teach and to Learn

The maintenance of intellectual freedom in American schools is essential to effective instruction in the social studies. Two major related elements are present in the practice of intellectual freedom: freedom of teaching and freedom of learning.

For many years the American public and educators have accepted without qualification the proposition that students, as future citizens, need to develop skill in making sound decisions. To remove controversial books from libraries, impose arbitrary censorship on instructional materials, or insist that one special interest group has a monopoly on the truth would reduce the freedom of the students and cripple their decision-making powers. Sound decisions can be reached only if both the student and teacher have an opportunity to examine divergent views concerning persistent issues, for the truth is not easily found in serious social problems. If the teacher is forbidden to talk about certain vital topics in the classroom on the grounds that it may offend some person or group, one major aim of education—the development of a dedicated, enlightened citizenry—is distorted. It follows then that the conservation of the American heritage—indeed the Western heritage—is dependent upon the free exchange of ideas. A loyalty based on reason and careful inquiry is the most enduring commitment. As John Milton argued in the immortal *Areopagitica* (the classic defense of freedom of thought in the West) : "A man who believes because he is told to believe and knows no other reason for doing so, is essentially a heretic unto the truth, even though his belief be true, yet the very truth he holds becomes his heresy."[1] Milton's declaration has been supported by careful research in the social sciences during the last few decades. Wrote one distinguished American scholar of anthropology: "A sound culture must live, that is develop, change, re-adjust. This implies the existence of an independent spirit, or a critical intelligence, and an emotional life which has a wide scope in choice and range, that is, a wide scope of freedom."[2]

In a totalitarian society textbooks are written and frequently revised to conform to the prevailing "party line" while teachers and students are systematically indoctrinated with those ideas or goals endorsed by the state or the ruling elite. Intellectual freedom, with its emphasis on respect for the integrity of the individual, is therefore meaningless in either a communist or fascist culture. Intellectual freedom is not, however, an unbounded liberty or inviolable doctrine.

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1 Spitz, David, "Milton's Testament," *Antioch Review*, 13:290-302.
2 Malinowski, Bronislaw, *Freedom and Civilization*, p. 326, Indiana University Press, 160.

Teachers must exercise professional judgment concerning the relevance of issues, the maturity of students and the goals of instruction.

In the last analysis the case for the educative use of controversy rests on the following propositions:

1. Controversy is inevitable in a democratic pluralistic society.
2. Controversial issues encompass both the needs of society and the individual, thus providing a significant motivational force.
3. A dynamic, complex culture which is uncriticized perpetuates contradictions and conflicts.
4. Judicious, objective treatment of sharply opposing ideas in an atmosphere which emphasizes the rules of logic and critical inquiry is indispensable to the creative resolution of conflict—an essential step in the preservation and improvement of what historians and philosophers have called the "American Way."

## Goals and Learning Theory

Early in their deliberations, the members of the Committee felt the need to make explicit their conceptions of the general aims of the social studies, philosophy and principles of learning which give direction to the process of instruction. After extensive inquiry and discussion, the statements contained in the following paragraphs were adopted.

*General Aims of the Social Studies*

1. To involve the pupil in an investigation of a vast reservoir of significant knowledge in the social sciences with a view to the development of insights and understandings of man's persistent problems.
2. To develop desirable study and research techniques that will enable him to gather and organize data and to communicate effectively the results of his research.

3. To aid the pupil in developing a sufficiently comprehensive set of tested ideas, beliefs, and values which he is able to use in making practical decisions in public and private affairs. Prominent among these ideas, beliefs, and values are:
   a. An understanding of and a reasoned faith in American democracy.
   b. An appreciation of our own culture and cultures of other countries.
   c. A respect and appreciation for the worth and dignity of every individual without prejudice against any race, creed, or ethnic difference.
   d. A commitment to the preservation of the rights, privileges, and responsibilities of free men.
   e. An understanding of the nature of totalitarian techniques and ideologies which oppose democratic beliefs.
   f. A realization that we live in a dynamic society and that we must learn to recognize the need for change, to initiate it, and to adjust to it or modify it according to our American values.
   g. An understanding of man's increasing control over the forces of nature as a major factor in accounting for the ways in which he lives and an acceptance of responsibility for controlling these forces.
   h. An understanding of the interdependencies among individuals, societies, regions, and nations.

*Statements Relative To Learning*

1. Learning is greatly facilitated when pupils have clearly understood purposes and the desire to learn.
2. Learning experiences become more effective when organized around generalizations and their interrelationships.
3. Opportunities to generalize facilitate learning and improve retention.
4. Relating new information to past learnings and anticipating other uses for information help pupils grasp and retain learning for a greater length of time.
5. Learning is evidenced in the drawing of valid generalizations:

a. Teaching toward or from generalizations insures more effective learning than teaching toward the accumulation of facts.
b. Isolated facts are significant only so long as they contribute to the mastery of a concept.
c. People learn by advancing from established concepts to abstract generalizations.

6. Pupils learn more when individual differences are recognized and when learning experiences are planned with reference to the maturity, abilities, interests and previous experiences of each pupil.
7. Learning is facilitated and more nearly permanent when the learners are aware of the worth of what is learned and participate in the determination of the immediate goals.
8. Pupils learn most effectively when learning experiences are arranged in a simple to complex sequence.
9. The quality of learning is increased when emphasis is placed on discovery, problem solving, critical thinking, and creative expression.
10. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.
11. The transfer of learning is improved when pupils discover relationships to former learnings, and when they apply the principles derived from these relationships to a variety of situations.
12. Learning is fostered by a school situation in which there is conscious effort to develop the rational powers of the pupils, and where the faculty respects thought, rewarding its pupils for progress toward the goals that it values.

## Unit One

## The Development of American Political Institutions

### Generalizations

1. We operate under a government of law and not of men.
2. The law (men who enforce it) must be subject to the law (the body of law).
3. It is better to permit ten guilty men to go free than it is to sentence one innocent person to prison.
4. If we assume that voting requires a knowledge of the issues, we need to develop effective literacy tests as a prerequisite for voting.
5. If a person's use of a freedom places other freedoms in jeopardy, then the person who is misusing the first freedom must be denied that freedom.
6. All rights are relative and limited.
7. Absolute freedom results in anarchy and then dictatorship.
8. Democracy is a dynamic system and must change as new conditions arise.
9. If people insist upon exercising a right, they must be willing to accept the consequences of their actions.
10. Every freedom has corresponding responsibilities.
11. Not all citizens are equal before the law (e.g., treatment of poor vs. treatment of wealthy).
12. If a person's labor makes a positive contribution to society, then he is entitled to earn a decent living from this labor.

13. Voting is a duty.

14. Once a group is in power, they use the machinery of government to prevent the people from changing the government by use of majority rule.

15. If a minor party suggests a worthwhile idea, the major party will adopt that idea as their own.

16. Since politicians are chosen from society, they reflect the honesty, corruptness or intelligence of society in general.

17. All politicians are corrupt men.

18. If a person is old enough to bear arms in defense of his nation, he is old enough to vote in elections.

19. It is the duty of every citizen to support his government by paying taxes.

20. All citizens have the right to equal protection of the laws.

21. The individual is responsible for restraining the exercise of his rights in order not to jeopardize the general welfare or the rights of others.

22. The church and the state should be separate.

23. All public officials are responsible to the electorate.

24. All persons are endowed with equal rights and liberties.

25. No person may be deprived of life, liberty and property without due process of law.

26. Every person has dignity and is of worth as an individual.

27. In time of national crisis, the individual accepts the restriction of some of his rights and privileges in the interest of the public safety.

28. The people have the right to alter their government by lawful means.

29. The citizen is obligated to accept public office when the public interest requires it.

30. The citizen is obligated to consider the common welfare above his group or class loyalties.

31. All power of government is inherent in the people.

32. If the people neglect their social and political responsibilities, then a dictator will come to power.

33. "Democracy declares that men, unequal in their endowments, shall be equal in their right to develop these endowments."—Henry VanDyke

34. Our federal Constitution provides both stability and flexibility.

35. The success of democracy depends upon enlightened public opinion.

36. If the institution of government is to serve efficiently and effectively, then continual appraisal of its functions and the reform of its organs must be made.

37. A federal form of government permits the expansion of governmental administration.

38. Need for effective local government is becoming increasingly important in the United States.

**Content**

*Beliefs*

A. Equality Before the Law
   1. Procedural due process
      a. Jury trial by peers
      b. Right to council
      c. Habeas Corpus
      d. No double jeopardy
   2. Right of suffrage
      a. Literacy tests
      b. Poll tax

B. Value of Individual
   1. Universal education
   2. Employment based on skill
   3. Dignity of labor
   4. Right to criticize
   5. Respect due to man because of his humanity
   6. Concept of equal opportunity for all

C. Participation of Citizens in Policy Making
   1. Participation distinguishes democracy
   2. Participation implies reasonable alternatives
   3. Obligation to participate involves living with consequences
   4. Decisions by majority rule

D. Separation of Church and State
   1. No established church
   2. No tax support for religion
   3. No inculcation of religious doctrine in public education

E. Obligations of Citizens to Support Government Financially
   1. Government is an institution of society for collective action

2. All citizens benefit from government
3. Sources of public finance
4. Disbursement of governmental funds

F. Government of Law, not of Man
   1. Substantive Due Process
      a. Ex post facto
      b. Constitutionality
   2. Governmental functions should be consistent with their intended purposes

G. Government Exists as a Means to an End
   1. Government exists as a benefit for the people
   2. Citizenry grants government the right to regulate their activities
   3. Supremacy of civilian authority over the military

H. Federalism and Republican Form of Government is Guaranteed
   1. Decentralization of power
   2. Numerical and geographical representation
   3. Division of powers
   4. Federal-state relations
   5. Full faith and credit

I. Constitutional Government
   1. Written constitution as the fundamental law
   2. Flexibility
      a. Interpretations—executive, legislative, and judicial—of laws
      b. Customs
      c. Amendment

J. Decentralization of Power
   1. State-local relations
   2. Similarity and differences in state and local government functions
   3. Types and plans of local government
   4. Home rule

K. Separation of Powers
   1. Checks and balance system
   2. Growth of independent executive
   3. Role of political party

L. Guaranteed Freedoms
   1. Speech, press, religion
   2. Right of petition

*Structures and Mechanics*

A. Political Party System
   1. Nature of political party
   2. Functions of political party
   3. Organization of political party
   4. Development of the two party system
   5. Role of minor parties
   6. Importance of the primary election
   7. Responsibility of the citizen

B. Legislative Process
   1. Origin and functions of the legislative bodies
   2. Organization of legislative bodies
   3. Relationship to executive and judicial bodies
   4. Role of pressure groups and lobbyists
   5. How a bill becomes a law

C. Court System
   1. Organization and functions of the respective levels of courts
   2. Difference between *en banc* and trial courts
   3. Difference between civil and criminal suits
   4. Use of juries and the responsibility for jury duty

D. Voting Procedures
   1. Qualifications for voting: age, residence, registration
   2. Voting as a privilege and an obligation
   3. Use of Australian ballot

E. Independent Presidency
   1. Separate from legislature
   2. Electoral process
   3. Idea of executive agreement in trade, treaties
   4. Powers of vote and appointment
   5. Role of president on administration branch
   6. Roles of president
      a. Chief legislator
      b. Party chief
      c. Commander-in-chief
      d. Chief diplomat

F. Public Finance
   1. Types of taxes
      a. Revenue
      b. Regulatory
   2. Government depends on public financial support

**Reflective Questions**

1. Is voting a right or privilege?
2. Can subversives be uncovered without destroying basic civil rights?
3. Which form of taxation is fairest?
4. To what extent can you tax without jeopardizing consumer economy?
5. Can a government allow complete freedom of conscience in face of national danger?
6. Does our jury system guarantee justice to an indicted individual?
7. Can a dictator come to power in the U. S.?
8. Are all people equal?
9. How are (should) the central values in a democracy (be) maintained and modified?
10. Can the traditional two-party system provide the voter with a meaningful choice?
11. Does big government mean a wasteful bureaucracy?
12. Distinguish between a true conservative and a true liberal.
13. How would you improve or reform your country, township and/or city government?
14. Can Congress reform itself?
15. Should Congress have the power to veto (overrule) decisions of the Supreme Court?
16. How do independent regulatory agencies depart from the traditional principles of government?
17. Show that the United States is a constitutional federal republic.
18. On what grounds are congressional investigations justified?
19. What characteristics of local government are necessary to serve your community best?
20. Why is adequate financing ability basic to good government?
21. Would you favor a county manager plan for your county? Why or why not?
22. Resolved: That the practice of filibustering should be abolished in the U. S. Senate.
23. Is there a trend toward too much centralization of power at the expense of our states? Explain and support your position.

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## Unit Two

## The Development of American Educational Institutions

### Generalizations

1. Education is always rooted some way in the beliefs and values of a culture.
2. An educative enterprise always implies preparation of the learner for a valued condition or activity. That is, education in a society is always functional—as interpreted by those who manage it.
3. Some kind of change or growth in the learner is implied by all societies' efforts to educate.
4. The religious assumptions homogeneous about the nature of man and the world are always reflected in the educational programs of a culture.
5. A system of private schools indicates a diversity of basic educational goals.
6. In a period of cultural change, schools become the center of many conflicts of purpose.
7. Important philosophical changes and movements become identified with individual persons.

### Content

*Colonists Adapt European Tradition to the New World*

1. From the Greeks: Trivium, Quadrivium (7 Liberal Arts)
2. From the Middle Ages: Religion and Aristotle's philosophy
3. From the Renaissance: Concept of the Educated Man steeped in the Humanities
4. Harvard, William and Mary, and the Deluder Satan Act
5. The Apprentice System

*Revolution Spurs New Ideas*

1. Practical Education to Build a Nation: Franklin and the Academy
2. Patriotic Education for Citizenship: Webster's Blue Backs
3. Universal Opportunity for Leadership: Thomas Jefferson's Proposals for Virginia

*Jacksonsian Democracy Brings Universal Elementary Education*

1. The Struggle of Horace Mann and Henry Barnard
2. The Common School Ideal: Education Supported by all Citizens for all Citizens
3. School for Teachers: Evolution of the Normal School
4. Methods and Materials of the Common School: McGuffey's Reader and the Hickory Rod

*The Industrial Revolution and the Expansion of Education*

1. The Development of the High School
2. The Morrill Act and the State University
3. A Complex Society Leads to Increased Offerings: Vocational, Scientific, Agricultural
4. Increased Offerings Bring Freedom of Choice: Charles Eliot and the Elective System

*The Twentieth Century Contributes Progress and Problems*

1. Teaching the Child: Contributions of Dewey and Thorndike
2. Teaching all Children: Universal Secondary Education and Universal Opportunity for Higher Education
3. Vocational Training for an Expanding Technology
4. Citizenship Training for an Interdependent World
5. Equal Opportunity Regardless of Race, Color and Place of Residence

**Reflective Questions**

1. How do you explain the long lived influence of the liberal acts on American education?

2. Why were American educators so slow to adopt "practical education" as a mode of American education?

3. How did industrialization affect the development of education in America?

4. How have Americans accommodated their belief in universal and equal education with the problems of segregation and group prejudices?

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## Unit Three

## The Development of American Economic Institutions

**Generalizations**

1. Immigrant groups always retain their old institutional arrangements.
2. Environmental conditions affect institutional patterns.
3. Changes in environmental conditions are reflected in changes in institutions.
4. Institutions always derive partially from the social and intellectual traditions of the society.
5. Economic concepts are interrelated with philosophical, social and religious concepts.
6. War is always disruptive of existing economic institutions.
7. All economic systems involve financial support of regulative governments.
8. All economic systems require external regulation by government.
9. Growing economic systems tend to specialize geographically and occupationally
10. Specialized production always results in the formation of special interest or "pressure" groups to influence government policies.
11. Industrialization implies corporate forms of business organization.
12. Industrialization produces conflict of interests in most aspects of the society.
13. Industrial growth always results in increased government regulation.
14. The business cycle is a normal function of the capitalistic system.
15. Big business demands big labor and big government.
16. Rich countries must support poor countries.

**Content**

*Early Settlements: Environmental Conditions of New World Modify Socio-Economic Traditions of Old World*

A. Institutions are "group habits" which develop over time in a particular society. ("Institutions are a working consensus of human thought or habits, a generally established attitude of mind and a generally adopted custom of action—as, for example, private property, inheritance, government, taxation, competition and credit." —Herbert J. Davenport)

B. Inheritance from Graeco-Judaic-Christian traditions and philosophies

C. Modifications from French physiocrats and European mercantilists. (The Jeffersonian vs. the Hamiltonian Influences.)

D. New concepts added by Capitalism as it emerged from Feudalism:*

1. Rise of nationalism and its mercantilistic philosophy modified by laissez-faire doctrines.
2. Ownership of private property as a "natural and transferable right." (Corporal property only—intangible property rights not recognized until Twentieth Century)
3. Special aspects of property sovereignty in capitalistic agrarian society—e.g., primogeniture.
4. Substitution of law of contract and money price for traditions of feudalism.
5. Rise of individualism and acceptance of competition and individual mobility. Status no longer due entirely to right of birth.
6. Evolution of technology from handicraft industry in providing material means of life.
7. Specialization and economic interdependence.
8. Freedom of enterprise and laissez-faire. Adams Smith's invisible hand.
9. Motivation to work desire for economic gain.

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* This is not to imply that feudalism as such was ever a significant aspect of U. S. economic life, particularly in the North. It is important to recognize, however, that the capitalistic institutions of the U. S. have their roots in Europe and particularly in Great Britain. Hence, capitalism must inevitably bear the imprint of the social transition from feudalism.

E. Special Influences of Puritans on Economic Behavior
   1. Migration of capital as well as manpower
   2. Feeling that group should care for unfortunate
   3. Taxation for support of churches
   4. Origins of political and religious liberalism
   5. "Protestant Ethic," stressing thrift and industry

F. Special Encouragement to and Restraints on Particular Types of Production Arising out of British Colonial Policy (Bounties, Monopoly Provisions, Prohibitions, etc.)
   1. Agrarian and "extractive" basis of colonial society

G. Conflict of Interests Already Evident

*Impact of American Revolution*

A. Primary effect generally disruptive to Economic Life—Eventually results in new type of Economy

B. Traditional fear of strong central government relaxed slightly to provide Continental Congress and Confederation Government with limited powers

C. Significant redistribution of wealth, income and economic power

D. Creation of huge war-involved debts

E. Additional impact on society induced by opening up of Trans-Appalachian West

*Post-Revolution Economic Changes and Hamiltonian Influence*

A. Economic powers of federal government as described and defined by Constitution

B. Problems of Taxing Power Delegation and subsequent attempts at resolution culminating in Sixteenth Amendment

C. Assumption of debts of Continental, Confederation and state governments by central government. Pivotal role of Alexander Hamilton.

D. Fiscal problems of New Republic
   1. Negative attitude of domestic populace toward taxes
   2. Increase in customs duties and excises seen as main source of revenue
   3. Possibilities and limitations of the property tax
   4. The role of the "Whiskey Rebellion" in the establishment of principles of domestic taxation

5. Support and protection of domestic industry
6. Problems raised by fiscal adjustments still evident (e.g., present concern in some states with "Liberty Amendment.")

E. Monetary and credit problems, structural needs and weaknesses, experience with First Bank of the United States (and later the Second Bank of the United States), Bimetallism

*The Jeffersonian Influence*

A. Emphasis on self-sufficient Agrarian Society
B. Emphasis on limited powers of central government. (Yet broader interpretation revealed in individual acts of Louisiana Purchase, highway construction, etc.)

*Pre-Civil War Influences*

A. Land and the Public Domain. Development of the Agricultural Economy prior to 1860
B. Homestead Act of 1862 speeds Westward push
   2. Public lands free to any resident of 5 years upon such lands
   2. Effect on federal revenues and exploitation of natural resources
C. Growth of local banking under control of separate states
D. Confusion between increase in money supply and increase in real wealth leads to severe problems
   1. Westward expansion, with rapid growth in population and trade, creates credit demand
   2. Absence of banking organization; banks inadequately regulated and supervised, isolated and unequal to task. Inflation and bank failures excessive
   3. Banking standards somewhat improved by National Banking Act of 1863, but demand for "uniform and source." National currency continues; however, results in establishment of centralized banking system, the Federal Reserve, only in 1913
   1. Decentralization of power
E. Common School ideal of Jacksonian Period culminates in Morrill Act and Land Grant Colleges.
F. Geographical and Occupational Specialization well advanced by 1850.
   1. Extension of agriculture into Midwest associated with transportation improvement and railway era

2. Self-sufficient agriculture in East replaced by specialized activities: e.g., dairy products for growing industrial markets
3. Economic significance of cotton supremacy in South
4. Class of land tenure associated with specific agriculture and its effect on economic institutions

G. Free Trade—Versus—Protection controversy. The Careys, Clay and "The American System."

H. Agricultural and Transportation Revolutions provide beginnings for Industrial Revolution
1. Mechanization of agriculture provides food and manpower for domestic industry
2. Export of agricultural produce provides funds for industrial capital and hastens transformation of society.

*Post-Civil-War Trends*

A. Industrial Revolution and Laissez-faire
1. "Riches-of-individuals-also-wealth-of-nation" concept
2. Specialization and size of market
3. Free-trade arguments arising out of specialization and size of market
4. Inter-occupational mobility of labor and capital
5. General significance of Adam Smith and the classical economists

B. The rising influence of the German Historical School on U. S. National Policy
1. Stage thesis of Frederich List and influence of German nationalist philosophy
2. Arguments advanced for protection and stimulation of home industry—fear that industries developed during wars of nineteenth century would be destroyed by free commerce
3. Policy attention to nation as producer rather than as consumer of goods
4. Rise of special interest or "pressure" groups. Intensification of tariff legislation
5. International and domestic monetary relationships affected by attitude regarding commercial policy

C. Rise of Corporate Form of Organization
1. Mass production, new products and technological change inspire concentration of industry and increasing size of firms

2. Need for large agglomerations of capital emphasizes corporate form of organization with limited liability
3. Unincorporated small business assumes lesser importance as main unit of production in manufacturing and extractive industries, with exception of agriculture
4. Agricultural problems and unrest, 1864-1896, associated with rise and predominance of manufacturing corporation and commercial policy implications associated therewith.

D. Changes initiated by rise of Corporations
   1. A laboring class emerges with self-oriented economic and political motivations
   2. Immigration to fill need for industrial labor
   3. Specialization leads to increased organization and increased need for public services especially of municipal type

E. Conflict of Interests and resulting Social Pressure on the increase
   1. Rural-urban
   2. Farmer-industrial worker
   3. Labor-management
   4. Federal-state-local
   5. Small enterprise-large corporation
   6. Recent immigrant-established settler
   7. Agricultural free trade-industrial protection
   8. Sectional differences intensified

*Twentieth Century Developments and the Decline of Laissez-faire*

A. Demands For Social Control of Unregulated Capitalism
   1. Sherman and Clayton Acts, Federal Trade Commission
   2. Federal Reserve Act. Scope and limitations
   3. Economic position of the worker and the changing attitude toward unions indicated in the Wagner and Norris-LaGuardia Acts (with yet another change ahead in the Taft-Hartley Act) collective bargaining, new concept of contract, etc.
   4. The "Golden Age of Agriculture," 1896-1915, followed by temporary further bolstering during World War I gives way to agricultural hardship and increased

demands for federal assistance. Early assistance programs

5. Regulation in transportation and communication. Railroads "nationalized" during World War I. Growth of public utility regulation in general

B. Ambivalent Attitude toward Government Participation in Economic Life
   1. "Pro" attitudes summarized above
   2. "Anti" attitudes found resurgence in the Twenties, preceding the Great Depression (e.g., The American Plan, drastically reduced income tax rates, etc.)

C. The Great Depression and the ensuing Re-evaluation of Economic Institutions
   1. The Collapse and its causes
   2. The New Deal and the impact of crisis upon U. S. economic institutions
   3. Conflict between measures aimed at economic recovery and those intended to promote social reform
   4. Fiscal and monetary remedies for Depression

D. Government Participation in two World Wars. Transitory and lasting effects upon Economic Institutions

*The Fifties and the Sixties*

A. The final abandonment of Isolation and the problems of U. S. Internationalism
   1. Armament and Disarmament
   2. Cold War and Hot War
   3. Trade Negotiations
   4. Mutual Security, Marshall Plan, Food for Peace, Alliance for Progress, etc.
   5. U. N. Participation
   6. Balance of Payments and International Currency Reserves
   7. Growth race with Russia
   8. The struggle for development in the underdeveloped countries

B. Domestic Issues
   1. The pressures of ever-increasing urbanization
   2. The highway as an adjunct to the auto era
   3. Oligopoly and market control
   4. Automation, employment and economic growth
   5. Education and research

6. Degree of public responsibility for citizens' welfare

C. Institutional changes designed to cope with the New Issues, Domestic and International

D. Role of Economic Controversy and Social Dissent. Significance in modification of Economic Institutions

**Reflective Questions**

1. What is the relationship between tradition and environment in the development of economic institutions?

2. How do you explain that "intangible property rights" were not recognized until the Twentieth Century?

3. How has Adam Smith's notion of the "invisible band" in economic affairs affected our conception of capitalism in the United States?

4. Why has the "Protestant Ethic" failed to meet the demands of an industrial economy?

5. How is the development of a corporate society related to the development of an industrial culture?

6. In what ways is war both disruptive and stimulative to economic life?

7. Are conflicts of interest necessary characteristics of Industrialization?

8. On what grounds do persons disagree on government participation in economic life?

9. How can an industrial economy avoid depressions?

10. Why did the United States postpone so long its abandonment of isolation?

11. How do you account for the continual changes in economic institutions?

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## Unit Four

## The Development of American Religious Institutions

The following outlines a partial history, philosophy, and sociology of religion in America for a period of some three hundred years. The student (and some teachers) may readily appreciate for the first time the influence of the ideas of religion on American civilization. Separation of Church and State has kept tyranny out, but has also often bred ignorance of the Judeo-Christian tradition in public schools and state universities.

### Generalizations

1. Religious practices and beliefs are always valid expressions of the basic values of a culture.
2. When the cultural backgrounds of a group of people differ (for example, as a result of immigration from many countries) the religious expressions of these people will vary.
3. Social and physical environment and experience affects the development of religious institutions.
4. The development and changes in religious institutions follow the same patterned variations as do other social institutions.
5. In a pluralistic culture, many forms of religious expression will be in competition.
6. The separation of religious and governmental institutions suggests the belief that civil liberty is more valued than religious authority.
7. If people differing from a parent body or church achieve what they call religious liberty, they will generally refuse to extend the right to others to differ.
8. When antagonistic groups in a given geographic area change locations they take their animosities with them.
9. If religious institutions become economically and socially affluent, they tend to liberalize the interpretation of the basic creed.

**Content**

*The European Heritage*

1. Pre-Reformation Christendom
2. Lutheranism, Calvinism, Zwinglianism, Anglicanism
3. The Left Wing of the Reformation—The Anabaptists
4. The Roman Catholic Counter-Reformation

*Spanish and French Missions*

1. Missions of New Spain
2. Missions on the Atlantic Coast, the West, and Florida
3. Mission Work in Northeast America
4. The Church in the Mississippi Valley

*The Rise and Progress of Colonial Anglicanism*

1. The Church in Virginia and Maryland
2. The Union of Church and State
3. Parishes and Clergy
4. The Church in the Carolinas, Georgia, the Middle Colonies, and New England

*The Puritan Adventure in New England*

1. The Puritans and the Separatists
2. The Founding of Plymouth
3. The Puritan Settlement at Massachusetts Bay
4. Religious Thought and Life

*Religious Minorities in the English Colonies*

1. The Roman Catholic Calverts and the Founding of Maryland
2. Roger Williams and the Baptists
3. The Friends

*The Transplanting of Continental Protestantism*

1. Early Dutch and Swedish Establishments
2. Religion in New Netherland
3. The Lutherans of New Sweden
4. The Dutch Reformed Church
5. The French Huguenots
6. The Moravians, the German Lutherans, the German Reformed

*The Scotch-Irish Presbyterians*

1. The Scotch-Irish Immigration
2. The Beginnings of Presbyterian Organization
3. The Expansion of Colonial Presbyterianism

*The Great Awakening*

1. The Advent of the Revival

2. The Presbyterian Response
3. The Revival among the Baptists
4. The Coming of the Methodists
5. The Resurgence of Indian Missions
6. Philanthropic Enterprises
7. Contributions to Education

*Religion in the Revolutionary Era*

1. Church Establishments and the Revolution
2. The Congregationalists and the Anglicans
3. The Role of the Voluntary Bodies

*The Churches in a Period of Reorganization*

1. The Movement toward Church Disestablishment
2. Religion and the Formation of the National Government
3. Religious Decline in the Post-Revolutionary Era
4. Denominational Adjustments to a Changing Order

*Western Expansion and The Second Awakening*

1. The Churches on the Frontier
2. The Congregationalists and Presbyterians
3. The Resurgence of Revivalism

*Missions and Christian Education*

1. The Home Missions Movement
2. The Foreign Missions Movement
3. The Founding of Theological Seminaries
4. The Church College Movement
5. The Sunday School Movement
6. The Spread of Christian Literature

*Conflicts in Religious Thought and Practice*

1. The Rise of Unitarianism and Universalism
2. Liberal Trends in Congregationalism
3. The Freewill Baptists
4. The Church of God
5. The Cumberland Presbyterians
6. The Campbellites or Disciples of Christ
7. The Oberlin Theology
8. Old and New School Presbyterianism
9. Divergent Parties in the Episcopal Church

*Immigration and Emergence of Religious Cults*

1. Roman Catholicism in an Era of Growth and Tension
2. Developments in Judaism
3. The Mormons
4. The Millerites or Adventists

5. Spiritualism
6. Christian Science and New Thought
7. Psychiana
8. Jehovah's Witnesses
9. Theosophy and the Esoteric Cults
10. Communitarian Cults
11. Father Divine—God on Earth
12. Reform and Conservative Judaism
13. Eastern Orthodox, Russian Orthodox, Greek Orthodox, the Armenians
14. The Asiatic Faiths

*Evangelism and Social Reform*

1. Ante-Bellum Evangelism
2. The Impact of Christian Perfectionism
3. Movements of Social Reform
4. The Peace Movement
5. The Temperance and Sabbath Crusades
6. The Humanitarian Impulse

*The Churches and The Slavery Controversy*

1. The Slavery Issue to 1830
2. The Colonization Movement
3. The Abolitionist Movement—The Southern Defense
4. The Splitting of the Various Denominations
5. The Ministry to Combatants
6. Northern Programs for Negroes and Confederates
7. The Churches and Reconstruction
8. Church Missions Among the Negro

*Christian Idealism in National Life*

1. Church Life in the Victorian Era
2. Trends in Public Worship—Knights of the Pulpit
3. The Revival of Perfectionism, Revivalism, and D. L. Moody
4. The Sunday School and Programs for Youth
5. The Feminist Movement
6. Darwinian Evolution—Trends in Biblical Studies

*Social Religion in Modern America*

1. The Gospel of Wealth
2. The Churches and Labor, Christian Social Service
3. Social Welfare Agencies
4. Protestantism and Capitalism

*The Churches and Crusading Internationlism*

1. The Churches and the Spanish-American War

2. The Crusading Missions
3. The Peace Movement
4. The Churches and World War I
5. The Religious Reaction to War

*Movements Toward Christian Unity*

1. National Federations of Churches
2. The Federal Council of Churches
3. The National Council of Churches
4. The Ecumenical Movement
5. The World Council of Churches

*The Retreat to Normalcy*

1. Religious Life in the Prosperous Twenties
2. The Challenge of Secularism
3. The Social Status of the Churches
4. The Impact of Liberal Philosophies
5. Prohibition and Repeal
6. Religion and the Economic Order

*Religion in an Era of Crisis*

1. The Neo-Orthodox Movement of Reinhold Niebuhr, Paul Tillich, Rudolf Bultmann, Karl Barth, and Emil Brunner
2. The Liberal Retreat: Optimism recedes in the Face of Catastrophe
3. The Churches and World War II
4. The Movement for Unification since World War II
5. New Protestant and Roman Catholic Cooperation in the Councils of Popes John and Paul

**Reflective Questions**

1. Why do so many varieties of religious expression thrive in American society?

2. How do you account for the movement in America toward establishment and then toward disestablishment?

3. What effect has revivalism had on the development of religious institutions?

4. How has American religious thought dealt with the challenging hypotheses of Darwinian evolution?

5. How do you explain the rise and decline of liberal philosophies of religion and the decline of orthodoxy and resurgence of neo-orthodoxy?

6. How have the ideas of religion affected the development of value systems in American culture?

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